7.10 CONCLUSION

The present study was designed to find out the influence of child related, parent related and school related variables on child's cognitive development. On the strength of the findings of the study it can be safely concluded that intelligence and age of the child has direct influence on cognitive development. Most of the parent related variables found to have direct influence on cognitive development. Parent should be aware about these facts and try to provide proper environment to their children to facilitate the development. All the school related variables are found to influence the cognitive development of primary school children. There is also a clear developmental trend for cognitive development which is invariant in nature.

Proper environmental stimulation at home as well as in schools is very essential for cognitive development. Teacher in school cannot adapt his teaching to the cognitive levels merely by transmitting the ready made knowledge to the child. Rather the teacher should try to help the child in constructing their own knowledge by making the classroom situation active. This can be done by the teacher, by providing diverse activities to the child, creating abundant opportunities for learning by giving group or individual work, and thereby creating free atmosphere to learn.

Teacher, however needs motivation, interest as well as proper training particularly for primary school children to make the classroom situation lively so to engage the children in intellectually and socially satisfying activities. Teacher's training programme should be re-organised so to equip the teacher with the necessary skills and competencies and ideas to prepare highly professional and resourceful
teacher. The curriculum for the primary schools should have to be developed and enriched keeping in view of the developmental characteristics of Piagetian stages. School instructional materials, text books etc. should be according to the cognitive level of the learner. Piagetian tasks along with the teaching cues should be employed to increase the cognitive capabilities of children.

Thus, every teacher has a great role to play in enhancing cognitive capabilities of children particularly in the primary school level as in this stage of mental development (concrete operational stage) a child develop some basic mental operational like conservation, classification, seriations reversibility and causal relationship which is the basis of knowledge construction according to Piaget. On the basis of the above discussion the saying of N. Vaidya is worth mentioning here, "Teaching without vision perishes as quickly as the decaying of grapes. A teacher must posses some knowledge of the philosophy of education, psychology and sociology of the children he teaches. Otherwise, he is at worst shaping a mutilated broken block of stone and thereby failing to build the great edifice of education where all children of all communities may study together under his personal supervision and loving care. Why ? Because a nation which loves and enjoys to read and act together stays together. And in that lies the vitality, strength and health of any nation".